

Fairisle Junior School

Fairisle Road, Lordshill, Southampton, Hampshire SO16 8BY

Inspection dates

27–28 February 2018

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Overall effectiveness at previous inspection | Requires improvement |

Summary of key findings for parents and pupils

This is a good school

- The headteacher and senior leaders are thoroughly committed to improving the quality of education at the school.
- Governors hold the school to account vigorously. They provide effective challenge and support for school leaders.
- Leaders have put in place robust systems to check the quality of teachers' work and pupils' learning. They have a detailed knowledge of the school's strengths and where it needs to improve further, for example in the teaching of mathematics.
- The quality of teaching is good. Teachers' skilful questioning helps pupils overcome misconceptions and deepen their understanding.
- Pupils' spiritual, moral, social and cultural development is exceptionally well promoted. Pupils are kind and caring and respect everyone equally. The atmosphere in school is very harmonious.
- Pupils feel safe in school and know how to keep themselves safe.
- Across a range of subjects, almost all pupils make strong progress from their different starting points.
- Parents and carers praise the school. They are confident that their children are taught effectively and nurtured well.
- The curriculum is lively and interesting. Pupils enjoy the wide range of topics they study. Most pupils enthusiastically participate in a wide range of after-school clubs and activities.
- Disadvantaged pupils and pupils who have special educational needs (SEN) and/or disabilities achieve well and make good progress.
- Sport is a strength of the school. Pupils participate in a wide range of activities and are very successful in both local and national competitions.
- Although the most able pupils attain well, opportunities to deepen and extend pupils' learning are not always provided.
- A strong reading culture exists throughout the school. Pupils enjoy reading for pleasure and develop the skills to interpret what they read.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching, learning and assessment by ensuring that:
 - most-able pupils, especially most-able disadvantaged pupils, are provided with sufficient and consistent challenge, so that by the end of key stage 2, a greater proportion achieve at the higher standard
 - mathematics teaching is consistently as effective as the best found in the school.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, supported by senior leaders and the governing body, has worked with drive and determination since the previous inspection to ensure that the school continues to improve. The ethos of 'expect success' underlies the culture of high expectation that runs throughout the school.
- The school's monitoring and evaluation systems are used effectively to give leaders and governors an accurate view of pupils' performance. The school's self-evaluation is thorough and detailed. It clearly identifies the actions needed for continued improvement.
- The systems for monitoring teaching and learning are effective. Leaders at all levels are relentless in checking the quality of teachers' work through a wide range of activities. These activities enable leaders to evaluate the impact of teaching on pupils' learning accurately and also to provide support where necessary.
- The curriculum is broad and balanced. Pupils enjoy learning in a range of subjects and participate well in all areas. Themes such as 'misunderstood monsters' and 'extreme sports' bring together subjects, including history, design technology and science, that capture pupils' interest. Pupils talk enthusiastically about their work and visits to places such as Highclere Castle and Beaulieu, which enhance their learning.
- Leaders make good use of training to support teachers in developing their practice. For example, subject leaders have worked alongside teachers to help them plan pupils' learning. Teachers also appreciate the opportunities given to them to attend external training that enhances their professional development.
- Pupil premium funding is used to good effect and is having a positive impact on disadvantaged pupils' outcomes and their well-being. The funding is used to provide additional teaching and to supplement extra-curricular activities. As a result, disadvantaged pupils make very strong progress across the school.
- The special educational needs funding is used effectively. The special educational needs coordinator ensures that pupils' needs are well met and that lessons are planned carefully for them. Staff receive extensive training about how to support pupils' needs and, as a result, these pupils are making strong progress.
- Owing to effective leadership and support, staff morale is high. All members of staff who completed Ofsted's online questionnaire say that they are proud to work at the school.
- Pupils' spiritual, moral, social and cultural development is a strong feature of the school's work. As a result, they are prepared well for life in modern Britain. Pupils learn about different cultures and traditions through their work on, for example, Islam and Hinduism. Work in books shows that pupils share their views on, and explore, a wide range of issues, such as racial prejudice and the impact of bullying.
- Leaders ensure that a wide range of extra-curricular clubs is available. Film, football, mathematics and creative clubs are a few examples of the many on offer. Nearly all pupils in the school attend at least one club a week.

- Good use is made of the physical education (PE) and sport funding to promote pupils' health and well-being. Pupils participate in an extensive range of sport both within school and in external competitions. Following successes in sport, both locally and nationally, the school has been nominated for School of the Year – Sport in a national competition.
- The local authority supports the school well. Leaders value the training and monitoring provided.

Governance of the school

- Governors have improved how they hold leaders to account. The process is now far more stringent and effective. They are quick to challenge leaders and are vigorous in their drive for further improvement. Detailed minutes from governing body meetings record many examples of challenge given and the actions taken.
- Governors visit the school regularly to check and monitor its effectiveness. They meet with subject leaders, attend whole-school training sessions, visit classrooms, talk with pupils and look at workbooks. This approach has given governors a clear view of developments within the school.
- The governing body carefully monitors and reviews the use of pupil premium funding and PE and sport funding, ensuring that they are spent effectively and make a positive difference to pupils.
- All governors have received well-planned training in safeguarding and three are trained in safer recruitment. The safeguarding governor regularly visits the school to check the single central register and safeguarding procedures.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are of a high quality and show the school's commitment to keeping pupils safe. The school works well with outside agencies and is relentless in its pursuit of external support to ensure that pupils are safe.
- Safeguarding training for staff and governors is comprehensive and up to date. Staff have a good understanding of what to do if they have concerns about a child's safety and are clear about safeguarding procedures.
- The school provides training sessions for parents on safer internet usage. These sessions are well attended and appreciated by parents.

Quality of teaching, learning and assessment

Good

- Since the last inspection, leaders have been relentless in their efforts to improve the quality of teaching within the school. They have tackled areas of weakness so that teaching is now consistently good and, as a result, pupils make strong progress across the curriculum.

- Teachers have high expectations for pupils in their class. There are good relationships between pupils and staff. Classrooms are calm and orderly. Pupils respond well, engage fully in their learning, and make good progress.
- The teaching of reading comprehension skills is a strength of the school. High-quality class texts and well-planned activities enable pupils to make rapid progress and gain higher level reading skills. Pupils' written work about their reading is of a high standard. Leaders and teachers promote reading for enjoyment enthusiastically across the school. Pupils read regularly, both at home and at school, and enjoy being rewarded for completing their reading planner.
- Teaching assistants are highly skilled and offer a good level of support tailored to the needs of pupils within the classroom. They work well with a wide range of pupils and are careful not to support too much. Instead they offer guidance through careful questioning.
- The school's feedback policy is followed consistently throughout the school. Pupils respond positively to the feedback that teachers provide for them. During lessons, teachers systematically check pupils' understanding and successfully assist them in making further progress.
- The teaching of writing is effective. Pupils produce high-quality work for different audiences. They confidently adopt the features found in range of writing genres. Pupils take great pride in their work. Their workbooks are neat and well presented.
- Most teachers have good subject knowledge because of the training they receive from subject leaders and through whole-school training. The mathematics leaders recognise that some teachers require further training in mathematical reasoning skills and mathematical terminology. As a result, a programme of activities, including opportunities to observe the practice of highly effective mathematics teachers, is planned for this year.
- Teachers generally use assessment well to make sure that work is pitched at the right level. This is less effective in science lessons, where teachers' expectations are not as high, especially for the most able pupils.
- Teachers make effective use of other adults who support pupils who have SEN and/or disabilities. Work is carefully tailored to the needs of individual pupils, enabling them to make good progress.
- Teachers provide regular homework for pupils. Pupils and parents say that these tasks are both enjoyable and help improve pupils' learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Pupils make an exceptionally positive contribution to the school community.
- Pupils enjoy celebrating their successes. They take great pride in their work and delight in receiving rewards for their efforts. Pupils have highly developed leadership skills and

are fully involved in decision making in the school. For example, they helped create the current behaviour policy.

- Relationships between adults and pupils are very strong. Staff have highly developed knowledge of pupils as individuals. Pupils say that staff are always available for them when they need help or someone to talk to.
- Pupils make a substantial contribution to creating a feeling of harmony in the school. They celebrate and value differences in the school and the wider world. Examples of pupils writing about gender stereotyping and discrimination against transgender people demonstrate that their knowledge and understanding of lesbian, gay, bisexual and transgender people are highly developed.
- Pupils know what bullying is and talk confidently about the different forms it takes. However, the impressively nurturing culture in the school means that bullying is almost non-existent. Pupils say that they can't remember the last time anyone was bullied, but are sure that if bullying did occur, adults in the school would deal with it swiftly and effectively.
- Pupils say that they feel safe. All parents who responded to Ofsted's online questionnaire, Parent View, said that their children are safe at school.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well throughout the school. They are friendly and courteous, holding the door open for adults without being prompted. Pupils respond quickly to the requests of adults and enjoy engaging visitors in conversation.
- In lessons, pupils' behaviour is very good. However, on occasions, typically when pupils are less engaged in their learning or it is not challenging enough, some pupils become inattentive.
- Pupils play well together at breaktimes and say that they especially enjoy lunchtimes because there are lots of activities to do. They say that they rarely fall out with one another, but that if they do, they are confident that a member of staff will help them sort out any problems.
- Leaders employ many strategies to encourage pupils to attend school, which is why attendance is above average for all groups and persistent absences are below national levels.

Outcomes for pupils

Good

- Current pupils are making strong progress in a wide range of subjects. The school's assessment information, work in books and observations in lessons confirm this. They are well prepared for the next stage in their education. However, the school is aware that the proportion of pupils reaching the higher standards at the end of key stage 2 is not as high as it aims for it to be, especially for disadvantaged pupils.
- Assessment information for 2017 shows that standards compare very favourably with the national picture. The proportion of pupils achieving the expected standard in

reading, writing and mathematics at the end of Year 6 was well above that seen nationally. The proportion of pupils achieving the higher standard in both reading and mathematics was also well above the national average for the end of Year 6.

- In 2017, progress made by pupils by the end of Year 6 was above average compared with all schools nationally in both reading and mathematics. In writing, progress was in line with the national average.
- Disadvantaged pupils achieve well. Most make better progress than other pupils nationally and achieve well in reading, writing and mathematics. However, progress is slower for the most able disadvantaged pupils, notably in reading. Leaders are aware of this and have put measures in place to improve the progress in reading that this group makes.
- Pupils who have SEN and/or disabilities make good progress from their starting points. This is because staff provide effective support during class sessions and ensure that pupils have individualised support programmes.
- Across most subjects, pupils are making good progress. Examples of high-quality work in history, geography and art were noted by inspectors. However, leaders are aware that in some subjects, such as mathematics, teaching does not ensure that the most able pupils, including most able disadvantaged pupils, learn as deeply as they could.

School details

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| Unique reference number | 116253 |
| Local authority | Southampton |
| Inspection number | 10040942 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 326 |
| Appropriate authority | The governing body |
| Chair | Mrs Stephanie Thurston |
| Headteacher | Mr Peter Howard |
| Telephone number | 02380 733415 |
| Website | www.fjsslive.net |
| Email address | info@fjsslive.net |
| Date of previous inspection | 11–12 November 2015 |

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care plan is above the national average.
- The proportion of pupils from minority ethnic groups or who speak English as an additional language is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress by the end of Year 6.

Information about this inspection

- Inspectors carried out observations of learning in all year groups. All observations were joint observations with senior leaders. The headteacher and deputy headteacher were also present at inspection team meetings.
- The inspectors scrutinised documents, including minutes of governing body meetings, the school's self-evaluation, the development plan, monitoring and assessment information, school policies, behaviour and safety records, and safeguarding policies and procedures.
- Meetings were held with senior leaders, staff and the chair of the governing body.
- Inspectors met with pupils, as well as having informal conversations with pupils during lessons and playtimes. Inspectors listened to pupils read and talked to them about their favourite books.
- Inspectors considered 11 responses to Ofsted's online questionnaire, Parent View, including six free-text comments and in meetings with parents before school.
- Inspectors considered 24 responses to Ofsted's online staff questionnaire and gathered the views of pupils through a recently commissioned survey.

Inspection team

| | |
|---------------------------------|------------------|
| Brian Macdonald, lead inspector | Ofsted Inspector |
| Rachel Goplen | Ofsted Inspector |
| Simon Francis | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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